

CHAPTER II

THEORITICAL FRAMEWORK

A. Reading

1. Definition of Reading

Learning English is important. English has four skills that should be mastered by students, there are : listening, speaking, reading and writing. In this study, the researcher will focus on reading skill. Reading is very important one of the most important.

According to Grabe, reading is the process of receiving and interpreting information encoded in language form via the medium of print.¹ It means that reading as a way in obtain the information of the text. not only it, by reading we can interpret the words meaning and interpret the significance of contained in a text. then, reading activities is needed concentration to be able to comprehend the text.

According Underwood and Batt, reading is a skill essential for formal education and for an individual's success in society.² It means reading is a way to understand the writing. Reading is capability that

¹ William Grabe, *Reading in a Second Language: Moving from Theory to Practice*, (New York: Cambridge University Press, 2009), 14

² Ilzamudin Ma'mur, *Membangun Budaya Literasi: Meretas Komunikasi Global*, (Serang: IAIN Suhada Press, 2010), 139.

should be owned for every individual like students, then reading should apply in formal education to help the students in learning activity and reading also is a way to help the individual for getting their success.

In summary, reading is one of skills in English language which engage some activities to get the goal from what we have read. Reading is important for the human's success. In other word, Reading is not easy, to understand what we read we must play our eyes to reach reading and also we should concentrate on the text.

2. Kind of Reading

Reading has many various that should we know, according to Praveen there are four kind of reading³, as follow :

a. Intensive Reading

According to Brown, that:

Intensive reading is usually a classroom - oriented activity in which students focus on the linguistics or semantics details of a passage. Intensive reading calls students' attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like.⁴

³M.F. Patel, M. Jean Praveen, *English Language Teaching Method, Tool, Techniques*, (Jaipur: Sunrise Publisher, 2008), 117

⁴ H. Douglas Brown, *Teaching By Principles on Interactive Approach to Language Pedagogy*, (San Fransisco State University: Longman, 2010), 312

In my opinion, intensive reading is the activity that occurs in the classroom. Then the intensive reading should get guidance from the teacher for help the students where they have the problem. The reading activity focus on linguistics, grammatical structure and language feature to understand the meaning of the text. Intensive reading can increase the students' knowledge and also it can improve their comprehension skill.

According to Nation , that :

At its worst, Intensive reading focuses on comprehension of a particular text reading no thought being given to whether the features studied in this text will be useful when reading other text. Such as intensive reading usually involves translation and thus comprehension of the text. The goal of intensive reading may be comprehension of the text.⁵

b. Extensive Reading

Brown also gives statement about extensive reading. Extensive reading is carried out to achieve a general understanding of a usually somewhat longer texts (book, long article, or essays, et). Most of extensive reading is performed outside of class time pleasure reading is often extensive reading.⁶

⁵ I. S. P. Nation, *Teaching ESL/EFL Reading and Writing*, (New york and London: Routledge, 2009), 25

⁶ H. Douglas Brown, *Teaching By Principles on Interactive Approach to Language Pedagogy*, 313

In summary, the extensive reading is the activity of reading text that not only occur in the classroom but may occur in the outside of classroom. In extensive reading, the reader may read the others source, not only academic book but other book like never, long article, newspaper, magazine et. It may make the extensive reading is enjoyable and interested because Extensive reading focus on the meaning of the text, rather than language feature, grammatical structure. Extensive reading carried out the word that the reader don't know and find out the general understanding of the text.

c. Aloud Reading

Aloud reading also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of the word pronunciation.⁷ it means that aloud reading should apply in elementary school because in this level the students needed the direct assistance from their teacher. Then reading aloud can help the teacher to restore the students' concentration who easily broke out when the atmosphere of the class.

⁷ M. J. Praveen, *English Language Teaching Method, Tool, Techniques*, 120

d. Silent Reading

Silent reading is a very important skill in teaching of English. Silent reading is done to acquire a lot of information. Teacher has to make them reading silently as and when they are able to read without any difficult.⁸

Silent reading is a skill pivotal to English language teaching. The reading activities should be used to increase the students' ability in reading information. The teachers have to make the students read silently so that the students can read without obstacles.

Based on explanation type of reading above, William S. Gay in Ilzamudin Ma'mur's book of *Membangun Budaya Literasi*, introduce to express the term of reading comprehension or silent reading in America. He express it, when he dislike to learning reading, because in learning reading only emphasize oral reading not reading comprehension.⁹

Finally, reading comprehension of narrative text should use silent reading because there are related with the learning in the classroom, effective for discussion and silent reading can help the

⁸ M. J. Praveen, *English Language Teaching Method, Tool, Techniques*, 123

⁹ Ilzamudin Ma'mur, *Membangun Budaya Literasi: Meretas Komunikasi Global*, (Serang: IAIN Suhada Press, 2010), 140

reader to get a lot of information that they need without the hindrance. Then reading comprehension of narrative text easy to comprehend because the story in narrative text tell about the past event, legend, humor etc., that easy to understand by the readers.

3. Definition of Reading Comprehension

To know the definition of reading comprehension, we can see the definition from the authors :

Woolley states that reading comprehension is the process of making meaning from the text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentence.¹⁰

According to Schumn Reading comprehension is the process of constructing meaning by coordinating a number of complex process that include word reading, word and world knowledge and fluency.¹¹ Then Johnston suggested, Reading comprehension is viewed as the

¹⁰ G. Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties*, (New york: Springer, 2011), 15

¹¹Janette K. Klinger, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007), 2

process of using one's own prior knowledge and the writer's cues to infer the author's intended message.¹²

According to Wainwrigth, reading comprehension is a complex process which comprises the successful use of many abilities, when read, we should be able to recall information after wards.¹³ It mean only the recall of information have read but also the recall of information will read.

From some explanation above, the writer able to get the conclusion that the reading comprehension is an active process to understanding the written, get the meaning, the purpose from the written and the reader can show it by their own language and their background knowledge. Then, reading comprehension is important when you read the text, you should read slowly and concentrate to the text. because if they do not understand what they have read, they cannot get the meaning, main idea from the written.

¹² Jeanne S.Schumn , *Reading Assessment and Instruction for All Learner*, (New York: The Guilford Press, 2006), 223

¹³ Gordon Wainwrigth, *How To Read Faster And Recall More*, (oxford : How to Content, 2007), 35

4. Level of Reading Comprehension

According to Peter Westwood, reading comprehension has four levels. There are : literal level, inferential level, critical level, and creative level.¹⁴

a. Literal level

Literal level is the first level of reading comprehension. At the literal level the basic facts are understood. For example, knowing that the lady's name is Miss Chow; she lives in an apartment on the 10th floor; her neighbors are noisy; she has complained to the landlord before. The information is contained explicitly within the text.

b. Inferential level

At the inferential level the reader is able to go beyond what is written on the page and add meaning or draw conclusions. For example, Miss Chow believes that her landlord will tell the neighbors to be less noisy, that he will sort the matter out for her. It can also gather that landlord is becoming a little frustrated by Miss Chow's complaints.

¹⁴ Peter, Westwood, *Reading and Learning Difficulties: Approach to Teaching and Assessment*, (Australia: ACER Press, 2001), 21.

c. Critical level

At critical level the reader assesses the good sense of what he or she is reading, its clarity, accuracy and apparent exaggeration of bias. For example, when Miss Chow landlord offers her a different apartment on the 18th floor and says it is the best apartment, with the best view of the harbor, the reader know he could be exaggerating. Critical and inferential reading together probably make the reader feel the moving up to the 18th floor may not suit Miss Chow and it is not good solution.

d. Creative level

At creative level the reader can take information or ideas from what has been read and develop new ideas from them. the creative level stimulates the reader to new and original thinking. For example, the reader comes to understand that landlords should write a clause in their leasing agreement to say that if the tenant makes noise and landlord receives complaints, the tenant will be asked to leave within one week.

From the explanation above the writer concluded that reading comprehension has four level of reading comprehension

that should be mastered by reader. Then the reader should be applied it when reading process.

B. Narrative text

1. Definition of Narrative text

In teaching English, there are some of texts that should learn and understand by students in Junior High School. The texts are descriptive, narrative, procedure, recount, and report text. in this paper the writer focused to do the research in narrative text, we can know the definition of narrative text from the author, as follow:

A narrative is a piece of the text which tells a story and in doing so, entertains or informs the reader or listener.¹⁵ It means that the text tell about a story with the purpose to entertain or inform to the reader or listener and the story not only tell by the written but also tell by oral language or spoken. And Anderson also stated that the purpose of narrative text is to present a view of the world that entertains or informs the reader or listener.¹⁶

¹⁵ Mark Anderson, Kathy Anderson, *Text Type in English 2*, (South Yara: Mcmilan Education Australia PTY LTD, 1997), 8.

¹⁶ Mark Anderson, Kathy Anderson, *Text Type in English 2*, 6.

According to McQuilan narrative text is a story that is told in language and converted into language signs.¹⁷ It means that the story delivered by the reader uses the oral language to the listener. Not only use the oral language but the reader uses the signs language to help understand the story. In order word, the narrative is a story that has a plot where it can help the readers to interest for reading the story.

Narrative includes the different types, or genre that can vary somewhat from this basic story grammar template. These include the realistic fiction, fantasy, fairytales, folktales, fables, mysteries, humor, historical fiction, plays and real-life adventures.¹⁸

The researcher concluded that narrative text is the story that can amuse and entertain the reader about the text. the narrative text is a story that told about event, time sequences, people habit and the narrative text has moral value and experience. Similarly with other text, Narrative text has the purpose of the text grammatical structure and language feature. The purpose of narrative text is to entertain and give the information about the story to the reader or listener about a tale or

¹⁷ Martin McQuillan, *The Narrative Reader*, (New York: Routlegde, 2000), 81

¹⁸ Janette K. Klingner, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guildford Press, 2007), 77

story in the past that pertains to real experiences, imaginary or quickly events leading to a crisis, which in turn find a settlement.

2. Generic structure of Narrative text

Every text has the generic structure. According to Dirgeyasa the narrative text has generic structure consists of orientation, complication and resolution. In detail as follow¹⁹:

a. Orientation

it is consists of the theme or topic to be informed; introduction the characters of the story the time and the place the story happened; and it enables to attract and to provoke the reader so that he/she is willing to continue reading the whole text.

b. Complication

A series of events in which the main character attempts to solve the problem; and the complication usually involves the main character(s) (often mirroring the complications in real life)

c. resolution

The ending of the story containing the problem solution; the complication may be resolved for better or worse/happily or

¹⁹ I. Wy. Dirgeyasa, *College Academic Writing A Genre Based Perspective*, (Rawamangun: Kencana Prenadamedia Group, 2016), 17

unhappily; sometimes there are the number of complications that have to be resolved. These add and sustain interest and suspense for the reader.

3. Language Features of a Narrative Text

Narrative text has language features, according to Anderson, the language features usually found in narrative text:

- a. Specific characters
- b. Time words that connect events to tell when they occur
- c. Verbs to show the actions that occur in the story
- d. Descriptive words to portray the characters and settings.²⁰

C. Reciprocal Strategy

1. Definition of Reciprocal Strategy

Developed by Plinscar and Brown, reciprocal teaching was originally designed to improve comprehension for middle school students who could decode but had difficulty comprehending text.²¹

According to Plinscar and Brown in Peter E. Doolittle's journal says that "reciprocal teaching is an instructional strategy based on modeling and guided practice, in which the instructor first models a set

²⁰ Mark Anderson, Kathy Anderson, *Text Type in English 2*, p.8

²¹ Janette K. Klingner, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guildford Press, 2007), p. 131

of reading comprehension strategies and then gradually cedes responsibility for these strategies to the students.”²²

Reciprocal teaching is characterized as a dialogue taking place between the teacher and students (or students leader and members of the group) that the result in students learning how to construct meaning when they are placed in must read situations (test and assignment)²³

Reciprocal teaching is an instructional approach that features “guided practice in applying simple, concrete strategies to the task of the text comprehension”.²⁴ It means that the strategy is a simple applying in the practice and use for reading comprehension.

Reciprocal teaching is an instructional procedure in which teachers and students take turn leading discussions about shared texts. The purpose of discussions is to achieve joint understanding of the text

²² Peter E. Doolittle, David Hicks, Cheri F. Triplett, William D. Nichols, and Carl A. Young, “Reciprocal Teaching for Reading Comprehension in Higher Education: A Strategy for Fostering the Deeper Understanding of Texts”, *International Journal of Teaching and Learning in Higher Education*, Volume XVII, Number 2,(2006), 106

²³ Charolyn J. Carter and Diane F. Fekete, “Reciprocal Teaching: the Application of a Reading Improvement on Urban Students in Highland Park, Michigan, 1993-1995”, *International Bureau of Education*, (2001), 23

²⁴ Barak Rosenshine, and Carla Meister, “Reciprocal Teaching: A Review of the Research”, *Review of Education Research*, Volume LXIV, Number 4, (September, 2016), 479.

through the flexible application of four comprehension strategies: prediction, clarification, summarization, and question generation.²⁵

In summary, the Reciprocal is the effective strategy that can help the students to learn about reading the text material. In other words, the reciprocal teaching is a strategy that is given to students for understanding of reading. The purpose of the Reciprocal strategy is to help students learn from text material.²⁶

Finally, reciprocal is an effective strategy. The strategy is given to students for understanding of reading. This strategy not only the students but also the teacher participate in discussion, in a group a student as a leader and other students as members. By reciprocal strategy, the students can establish the meaning of the text.

According to Stricklin mentioned that teachers have three primary responsibilities during a reciprocal teaching session, they are:

- a. Before reading, activate prior knowledge of word surges individual or groups in their use of the fab four (predicting, questioning, clarifying, summarizing.).
- b. During reading, monitor, guide, and encourage individuals or groups in their use of the fab four.

²⁵ George R. Taylor and Loretta Mackenney, *Improving Human Learning in the Classroom : Theories and Teaching Practices*, (New York : Rowman & Littlefield Education, 2008), 155

²⁶ Merrill Harmin with Melanie Toth, *Inspiring Active Learning: A Complete Handbook for Today's 2nd Teacher*, (Virginia : Association for Supervision and Curriculum Development, 2006), 191

- c. After reading, the teacher encourages students' reflection and asks students to share strategy help them the most and why.²⁷

The three of primary responsibilities in above are used during the reciprocal teaching session in learning activity.

2. The Strategies of Reciprocal

The writer has strategy of learning in reciprocal teaching from a journal. That journal has four in reciprocal teaching strategies in practice. The writer selected four concrete strategies that could be used by learners, there are generating question, summarizing, clarifying and predicting. According to Palincsar and Brown in Peter E. Doolittle at all, their journal describes four strategies on reciprocal teaching, there are:²⁸

- a. Generating questions

Questioning involves the identification of information, themes, and ideas that are central and important enough to warrant further consideration. The central or important information, themes, or ideas

²⁷ K. Stricklin , “Hands-on Reciprocal Teaching: a Comprehension Technique”, *The Reading Teacher: International Reading Association*, Vol. LXIV, No. 8, (May, 2011), 620

²⁸ Peter E. Doolittle, David Hicks, Cheri F. Triplett, William D. Nichols, and Carl A. Young, “Reciprocal Teaching for Reading Comprehension in Higher Education: A Strategy for Fostering the Deeper Understanding of Texts”, *International Journal of Teaching and Learning in Higher Education*, Vol. XVII, No. 2, (2006), 107

are used to generate questions that are then used as self-tests for the reader.

b. Summarizing

Summarizing is the process of identifying the important information, themes, and ideas within a text and integrating these into a clear and concise statement that communicates the essential meaning of the text. summarizing may be based on a single paragraph , a section of the text, or an entire paragraph, summarizing provides the impetus to create a context for understanding the specifics of the text.

c. Clarifying

Clarifying involves the identification of unclear, difficult, or unfamiliar aspect of the text. these aspects may include awkward sentence or passage structure, unfamiliar vocabulary, unclear references or obscure concept.

d. Predicting

Predicting involves combining the reader's prior knowledge, new knowledge from the text's structure to create hypotheses related to the direction of the text and the author's intent writing.

In summary, the four strategies in reciprocal teaching are used in a session when learning activities. In discussion session the

students will invite to active and use all of the strategy from make a predict from the text, shows the questions, make the summarize the text and clarifying if sometimes find the mistake.

3. The Procedures of Reciprocal Strategy

Reciprocal teaching is the strongest strategy that can use for helping the students' reading comprehension. according to Klinger, states that the implementation of reciprocal teaching consists of five phase. They are the teacher demonstration, the direct instruction and guided practice, the teacher students groups, the students-led groups, and students' independent use of the strategies.²⁹ The description of them are :

a. Phase 1: teacher demonstration

Teacher models how to use the strategies of predicting, clarifying, questioning, and summarizing. Students see all four strategies on the first day so that they cannot find the difficult when the strategy applied.

b. Phase 2 : Direct Instruction and Guide Practice

Teacher teaches each of the strategies in more depth, one per lesson. The teacher explains how to implement the strategy and

²⁹ Janette K. Klinger, *Teaching Reading Comprehension to Students with Learning Difficulties*, 135

supports students with prompt and reminder as they try out the strategy. The teacher provides feedback.

c. Phase 3: teacher-students Groups

The teacher leads discussion about the text in small groups, prompting students to use the strategies and continuing to provide support and feedback as needed. The teacher gradually withdraws assistance as students become more proficient.

d. Phase 4: student led groups

Students take turns leading discussions about the text and prompting their peers to use the four strategies. Students give each other feedback on strategy implementation. The teacher provides assistance as needed.

e. Phase 5: students' independent use of the strategies

Students use the four strategies on their own while reading and self-regulate their implementation of the strategies. They monitor their own comprehension. Through the discussion, the student can give feedback to each other.

From the explanation about phase above, the teacher will guide the students until the students can independent in applying reciprocal strategy. Those phase should be followed as well because if the strategy

can apply as well the students' result as well to and the purpose of improving reading comprehension will be achieved.

D. Previous Study

The writer finds some previous studies of researches in academic research as follow :

1. Asep Sehabudin, 092300772, who conducted the research “Improving Reading Comprehension on Descriptive text Through Reciprocal Teaching Technique”. The result of the research, he observed at the third grade of students in Junior High School. His limitation problem is only in Descriptive text and he choose the classroom action research. After implementation of the reciprocal teaching technique, the improvement indicated by the result of in the first cycle, the highest score is 90, the lowest score is 40 and the average is 62,5. The second cycle, the highest score is 95 and the lowest score is 55 and the average is 73,68. Based on these findings that the application of reciprocal teaching technique can improve reading comprehension.³⁰

³⁰ Asep Sehabudin, “Improving Reading Comprehension on Descriptive text through Reciprocal Teaching Technique :A Classroom Action Research at The Third

2. Asrianti Maulida, 102300818, Using Directed Reading Thinking Activity to Increase Students' Reading Comprehension on Narrative Text. The result of the research shows that the value of t_0 is 5,09 the degree of freedom (df) is 58. In this paper, the writer used the degree of significance of 5% and 1% are 2,66. So t_0 5.09 > 2, 66. It mean that h_a (the alternative hypothesis) of the research is accepted, and h_o (the null hypothesis) is rejected, which state there is significant effect between class using directed reading thinking activity without using directed reading. It mean that there are significant influence of reading comprehension strategy is better than those who do not use directed reading thinking activity.³¹

The different between their research and the writer's research are that the research focuses on the improving reading comprehension on descriptive text, used classroom action research at the third grade of junior high school, and other research focuses on using directed reading thinking activity to increase students' reading comprehension

Grade of SMPN 1 Tunjung Teja, Serang in Academic Year 2014/2015", (A Paper, Program Sarjana Degree, IAIN Sultan Maulana Hassanudin Banten, 2014)

³¹ Asrianti Maulida, "Using Directed Reading Thinking Activity to Increase Students' Reading Comprehension on Narrative Text, :An Experimental Research at the Third Grade of SMPN 1 Pabuaran Kabupaten Serang 2014/2015", (A Paper, Program Sarjana Degree, IAIN Sultan Maulana Hassanudin Banten, 2015).

on narrative text, used an experimental research at the third grade of SMPN 1 Pabuaran kabupaten serang while the writer's focuses on the effectiveness of the reciprocal teaching toward students' reading comprehension of narrative text used quasi experimental research at the second grade of the SMPN 2 Petir.

E. Hypothesis of the Study

In this study, the writer explains two hypothesis. There are:

1. Alternative Hypothesis (H_a): there is a significant effect of using reciprocal teaching strategy toward students' reading comprehension of narrative text.
2. Null Hypothesis (H_o): there is no significant effect of using reciprocal teaching strategy toward students' reading comprehension of narrative text.